

ORCHARD PARK ELEMENTARY

600 Toccoa Highway
Westminster, S.C. 29693

GRADES PK-5 Elementary School

ENROLLMENT 426 Students

PRINCIPAL Janice Halman 864-647-3062

SUPERINTENDENT Dr. Valerie Truesdale 864-638-4000

BOARD CHAIR Harry B. Mays, Jr. 864-972-2136

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
9	62	27	0	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 15 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

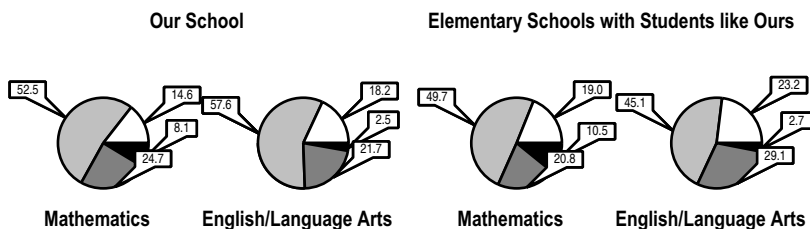
FOR MORE INFORMATION, VISIT WEBSITES AT:




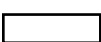
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Average	N/A
2002	Good	Below Average	N/A
2003	Good	Unsatisfactory	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	31	72	49
Percent satisfied with learning environment	80.0%	79.2%	91.8%
Percent satisfied with social and physical environment	77.4%	75.0%	85.4%
Percent satisfied with home-school relations	54.8%	77.8%	91.8%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	211	100.0	18.2	57.6	21.7	2.5	24.2	17.6
Gender								
Male	122	100.0	20.4	60.2	17.7	1.8	19.5	17.6
Female	89	100.0	15.3	54.1	27.1	3.5	30.6	17.6
Racial/Ethnic Group								
White	187	100.0	17.1	57.7	22.3	2.9	25.1	17.6
African-American	16	100.0	26.7	53.3	20.0	N/A	20.0	17.6
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	5	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	165	100.0	15.9	54.1	26.8	3.2	29.9	17.6
Disabled	46	100.0	26.8	70.7	2.4	N/A	2.4	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	211	100.0	18.2	57.6	21.7	2.5	24.2	17.6
English Proficiency								
Limited English proficient	5	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	206	100.0	17.6	58.0	21.8	2.6	24.4	17.6
Socio-Economic Status								
Subsidized meals	124	100.0	22.6	56.5	18.3	2.6	20.9	17.6
Full-pay meals	87	100.0	12.0	59.0	26.5	2.4	28.9	17.6

Mathematics								
All students	211	100.0	14.6	52.5	24.7	8.1	32.8	15.5
Gender								
Male	122	100.0	13.3	56.6	23.9	6.2	30.1	15.5
Female	89	100.0	16.5	47.1	25.9	10.6	36.5	15.5
Racial/Ethnic Group								
White	187	100.0	13.7	53.7	24.0	8.6	32.6	15.5
African-American	16	100.0	20.0	53.3	26.7	N/A	26.7	15.5
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	5	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	165	100.0	12.7	49.0	28.0	10.2	38.2	15.5
Disabled	46	100.0	22.0	65.9	12.2	N/A	12.2	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	211	100.0	14.6	52.5	24.7	8.1	32.8	15.5
English Proficiency								
Limited English proficient	5	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	206	100.0	14.0	53.4	24.4	8.3	32.6	15.5
Socio-Economic Status								
Subsidized meals	124	100.0	19.1	53.0	20.0	7.8	27.8	15.5
Full-pay meals	87	100.0	8.4	51.8	31.3	8.4	39.8	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	62	N/A	11.3	53.2	30.6	4.8	35.5
	Grade 4	69	N/A	2.9	69.6	27.5	N/A	27.5
	Grade 5	81	N/A	24.1	49.4	26.6	N/A	26.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	63	100.0	8.8	45.6	42.1	3.5	45.6
	Grade 4	68	100.0	26.2	49.2	20.0	4.6	24.6
	Grade 5	80	100.0	18.4	73.7	7.9	N/A	7.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	62	N/A	29.0	40.3	21.0	9.7	30.6
	Grade 4	69	N/A	15.9	46.4	24.6	13.0	37.7
	Grade 5	81	N/A	22.8	41.8	20.3	15.2	35.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	63	100.0	12.3	52.6	28.1	7.0	35.1
	Grade 4	68	100.0	18.5	49.2	18.5	13.8	32.3
	Grade 5	80	100.0	13.2	55.3	27.6	3.9	31.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 426)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	2.4%	Down from 3.0%	2.6%	2.4%
Attendance rate	96.1%	Down from 97.7%	95.9%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	11.6%	Up from 8.6%	16.1%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	7.5%	Down from 9.9%	8.9%	8.0%
Older than usual for grade	0.5%	Down from 0.9%	1.0%	1.1%
Suspended or expelled	0.2%	Up from 0.0%	0.0%	0.0%

Teachers (n= 36)				
Teachers with advanced degrees	50.0%	Up from 47.4%	47.6%	50.0%
Continuing contract teachers	86.1%	Up from 78.9%	87.7%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	91.8%	Up from 89.2%	88.0%	86.2%
Teacher attendance rate	93.6%	Up from 93.1%	95.3%	95.3%
Average teacher salary	\$38,299	Up 2.7%	\$39,830	\$39,909
Prof. development days/teacher	7.0 days	Down from 12.8 days	11.0 days	11.4 days

School				
Principal's years at school	1.0	Down from 5.0	4.0	4.0
Student-teacher ratio	19.6 to 1	Up from 18.4 to 1	19.2 to 1	18.9 to 1
Prime instructional time	88.4%	Up from 88.2%	89.8%	89.7%
Dollars spent per pupil*	\$5,918	Up 6.0%	\$5,818	\$5,892
Percent spent on teacher salaries*	56.7%	Down from 65.8%	65.7%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 73.4%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Orchard Park Elementary School continues to strive to meet the needs of each child and ensure academic success for all. We seek to provide an inviting learning environment with high standards for success. The school is fully accredited by the Southern Association of Colleges and Schools and the National Association for the Education of Young Children. This year our school was the recipient of the Red Carpet Award which recognizes schools that excel in creating an environment dedicated to quality customer service. Orchard Park is also proud to have been honored as a Flagship School of Promise by the Association of School Administrators and as a Literacy Spot Award winner by the South Carolina Reading Recovery Association.

We continue to show improvement in our test scores, and we attribute this growth to programs designed to target students' needs, to accelerate skill levels, and to challenge students to achieve at a higher level. We were notified in June that we are in the seventy-fifth percentile among schools who are "closing the gap" between the performance of students who are economically advantaged and students who are economically disadvantaged and/or between the performance of students who are white and students who are African-American. All students spend time each week in the computer lab practicing and improving math skills. The math lab is also open every morning before and after school, and participation has been substantial. Programs such as Math Steps, Reading Recovery, Soar to Success, Math Club, Math League, Writing Club, and Reading Club have been instrumental in providing remediation and acceleration for students.

At Orchard Park, we attribute our success to many factors: a quality staff, parent and community support, and dedicated students. We acknowledge and embrace the fact that students learn, parents support, and teachers teach well only when we work cooperatively as a team! At Orchard Park, parents are considered a valuable component of a child's education. Parents are welcome and encouraged to visit the school, volunteer, and participate in school events. This year we hosted two Family Nights, one focusing on math and one targeting writing. In addition, other special events and programs were held to promote increased parent/child interaction and to help prepare parents to help their children at home. Such events included Jump into Kindergarten, Literacy Breakfast, Baby Celebration, Muffins for Moms, Doughnuts for Dads, Grits for Grands, and a free six-week computer class for parents. Together, we have created a successful school.

Our goals for this year include strengthening and enhancing our school-wide writing program through the successful implementation of the South Carolina Exemplary Writing Criteria. Through a comprehensive staff development plan, we will study appropriate techniques in writing instruction and assessment. We will also build on the success of the Everyday Math Program and expand opportunities for parent

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.